DOCUMENT RESUME

ED 307 805 FL 017 994

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TITLE Sourcebooks as Content-Bearing Instruction in Intensive ESL Programs.
PUB DATE 89
NOTE 31p.
PUB TYPE Viewpoints (120) -- Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Advanced Courses; Advanced Students; *Content Area Writing; *Educational Objectives; *English (Second Language); Higher Education; Intensive Language Courses; Language Proficiency; Language Skills; Models; *Program Evaluation; Second Language Instruction; Skill Development
IDENTIFIERS *Content Area Teaching; *Sourcebooks

ABSTRACT

Many intensive advanced English-as-a-Second-Language (ESL) classes become boring for advanced ESL learners because the courses offer little opportunity for them to experience the interplay between language proficiency and background knowledge. The implementation of a sourcebook project can provide a renewing input into the curriculum for advanced learners of ESL. The history of the sourcebook concept is recounted, and the model's applications as both a primary source for a research paper in the advanced ESL composition class and as a basis for exercises and activities in other classes in the curriculum is discussed. Properly planned and executed, the sourcebook project can lead to a situation in which two parallel curriculums exist within the same instructional program: one centered on content and the other on skills development. (Author/DJD)

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SOURCEBOOKS AS CONTENT-BEARING INSTRUCTION IN INTENSIVE ESL PROGRAMS

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SOURCEBOOKS AS CONTENT-BEARING INSTRUCTION IN INTENSIVE ESL PROGRAMS

ABSTRACT

The need for advanced students in intensive ESL programs to gain experience in English may sometimes be in conflict with the restraints under which the programs must operate. A sourcebook project, and the steps taken in its implementation, can provide a renewing input into the curriculum for advanced learners. This article traces the history of the sourcebook concept and suggests ways a modern adaptation can be used, first as the primary resource for a research paper in the advanced composition class, and then as the basis for exercises and activities in the other classes in the curriculum. The aim of the article is to demonstrate that an intensive curriculum can also include an emphasis on content while still fulfilling its principal mission, namely, to promote linguistic skills. Properly planned and executed, a sourcebook project can lead to a situation where two "parallel" curriculums co-exist within the same instructional program: one centered on content, the other on skills development.

SOURCEBOOKS AS CONTENT-BEARING INSTRUCTION IN INTENSIVE ESL PROGRAMS

Intensive English programs present special problems of curriculum design and planning. By definition, the learner in an intensive course is purposely taken out of an experiential setting--a language-acquisition environment--and placed into a fixed, artificially arranged setting--a language-learning environment. In his review of research investigating the effect of language instruction, Long (1983) concluded that such a situation is not necessarily detrimental, and may even be beneficial. Krashen (1976), the principal formulator of the acquisition/learning distinction, has also acknowledged the role of instruction in providing comprehensible input. In general, available evidence suggests that the controlled activity of the classroom, at least in the early stages of language training, offers advantages over real-world imprecision. As learners progress, however, they have a growing need to experience the language and its culture first-hand.

This article examines the conflict between the necessity for students--at the upper proficiency levels, in particular--to gain experience in the world of real English, and the equally strong necessity for intensive English programs to

operate within well-defined limitations and possibilities. Introducing content into the intensive curriculum is one means of softening this tension. The solution suggested here concerns the development and use of a "sourcebook," a multi-media collection of materials on a given topic used as a primary resource for writing a research paper in the advanced composition class, and then as the basis of supplementary materials for the other classes in the curriculum. Such a project leads to a curriculum which has two distinct points of emphasis: direct development of language skills, and acquisition of background knowledge as a vehicle for further skills enhancement.

The Real Life/School Life Conflict and the Advanced Learner

A language classroom, no matter how ingeniously conceived, cannot substitute for the outside world. As one ESL educator once remarked, "The problem is not learning a language; it's learning it in a classroom." However, because of administrative procedures, admissions requirements, immigration regulations, and other factors--most of them unrelated to language proficiency--students are often "locked" into attending an intensive program even after attaining a working knowledge of their new language. Rather than being allowed to become members of the language-using community around them, they must continue to attend special classes, permanent "pull-outs" from the normal educational system. At

least this is the situation in which some students see themselves. In reality, however, the need for ongoing growth in academic language skills does not diminish at the advanced level. If anything, it becomes more urgent as the time remaining for language study becomes shorter.

From the point of view of the curriculum designer or supervisor, students at the upper levels of an intensive program can be disruptive elements in the overall system. The curriculum itself may contribute to their unease, in part because the constant recyling of language points becomes stale, but also because intensive curriculums tend to ignore the role of real-world knowledge in language learning.

The "Problem" of Advanced Learners

As students continue to study in an intensive program, a fairly predictable pattern of behavior can often be observed. The first manifestations probably appear at the intermediate level of a student's program, usually after a period of settling into life in the U.S. A once enthusiastic student begins to miss classes or neglect homework. Some classes are just "not interesting" anymore. Counseling and encouraging talks have an effect, but as language study stretches on and on, even these remedies cannot bring back the initial enthusiasm. Often, such students never expected to be advanced students. They thought they would be in and out of the program relatively quickly. Probably to their surprise, they have found that learning a new language up to the

required standard is much more time-consuming and difficult than they had imagined. In any intensive program, it would probably not be uncommon to find students for whom the language-learning experience has become a source of disappointment, frustration, and even anger.

Administrators and teachers in intensive programs are thoroughly familiar with the special challenges raised by advanced learners. The fundamental problem is that these students must function in the language classrooms of intensive English programs, rather than in the academic classrooms of the universities they wish to attend. Much effort goes into instructional and administrative procedures to counter what is, after all, an inherent disadvantage of the intensive-instruction format, namely, the language classroom itself. Fortunately, most students remain civil and tolerant of a program's limitations. Even so, the longer language study is extended, for whatever reason, the problem of what to do with and for advanced learners becomes more and more acute.

Language Skills and Background Knowledge

ESL curriculums and materials, as traditionally conceived, may actually contribute to the advanced learner problem. In an intensive program an instructional day is typically divided into blocks of time devoted to specific skills or topics. There are "listening" classes, "composition" classes, "reading" classes, "grammar" classes, and even "academic skills" classes. Each class is ordinarily an autonomous

instructional unit, operating with little influence on or from the thematic content of other classes. Within a class, the subject matter changes constantly, one topic succeeding another as students work their way through the designated curriculum. In a typical text, the topic differs for each section or unit, and in some texts, almost every page turn brings with it a change of topic. Well-founded or not, a feeling of aimlessness often takes hold. Perhaps with some justification, advanced students frequently complain that their intensive courses lack substance.

Krashen (1981) has advocated a policy of "narrow reading" in second-language teaching. His idea is that it is preferable for learners to read widely on a single topic of interest, rather than deal with a succession of pieces on different topics, as is the usual custom in ESL or foreign language reading instruction. Such an approach to the teaching of reading takes advantage of the fact that background knowledge is an important component of comprehension. Reading at length and in depth about a single topic enhances the ability to deal with the linguistic elements of a novel text; as more and more texts on the topic are attempted, vocabulary and associated structures become increasingly familiar. Repeated reading on a topic also contributes to a store of information on the topic which, in turn, becomes an advantage when other texts on the topic are encountered. Schema research and psycholinguistic approaches to reading have emphasized that linguistic and cognitive

structures are closely related in the process of comprehension, both in the first language (Adams, 1980; Bisantz & Voss, 1981; Goodman, 1979; Smith, 1982; Schank, 1982; Freedle & Carroll, 1972; Rumelhart, 1980) and the second language (Clarke & Silberstein, 1979; Johnson, 1982; Carrell & Eisterhold, 1983; Coady, 1979).

One of the shortcomings of the intensive curriculum as it is most often implemented is that it offers little opportunity for students to experience the interplay between language proficiency and background knowledge. Actually, this is probably the basis of the complaint that intensive courses "lack content." Much of the information presented to students may, in fact, be interesting and useful. But because it is fragmentary, it aids little in facilitating future efforts to comprehend. For the most part, intensive programs have ignored the crucial role of context-building in language learning. Krashen (1981) considers the strongest advantage of "narrow reading" to be that it is "potentially very motivating" (p. 23). It will succeed as a teaching technique, he believes, simply because reading "<u>for the message</u>" (p. 23) in appealing material is in itself an interesting activity. There is no reason to believe that his judgement would not be confirmed if all the classes in the intensive curriculum could provide the same opportunity to explore topics at deeper levels than is usually the case.

Content in the Intensive ESL Curriculum

Recently, curriculum planners have begun to stress the importance of content in curriculum design. Behind this development is the concept that language use should replace language practice. Proponents of this view argue that the effort to master a given subject matter leads incidentally to a gain in language proficiency. An important correlary of this notion is that it is better for students to study a single topic in depth rather than to use materials based on a variety of topics. A sign of this change in outlook may be seen in recently published materials featuring separate textbooks for each skill, but in which corresponding units in each book all deal with the same topic. A survey of presentations at recent TESOL conventions (Smith, 1982; Osorio de Barroso, 1983; Eskey, Kraft, & Alvin 1984; Mohan, 1985; Shih, 1986) provides further evidence that "content" has become a pedagogical concern.

Many ESL programs are endeavoring to add content-based components to EAP/ESP instruction. In an intensive curriculum, content may assume varying degrees of importance, occupying any number of positions along an imaginary "content spectrum". At one extreme of the spectrum would be a curriculum in which content played no role at all. Such a curriculum is certainly a practical impossibility because even the simplest composition or reading passage requires a basis in content. Perhaps the no-context criterion would best be

met by a completely sentence-based grammar course in which example sentences had been screened to insure that no two occurring together would evoke a semblance of context. At the other extreme, a completely content-based curriculum might consist of classes in which only selected subject matter was taught and tested. A student's success in the course (or courses) would depend solely upon the degree to which he or she had mastered the course content. From the perspective of language pedagogy, this, in fact, would seem to be the situation of students who are taking courses in a university with no further language study.

A curriculum devoid of content is not a goal which any ESL educator would defend. On the other hand, a curriculum based wholly on content also presents several difficulties. For teachers, it requires an expertise in the subject to be taught. For administrators, it poses problems of teacher recruitment and training which may not jibe with a program's goals and resources. Most seriously, a content-based curriculum does not alter the basic attitude of many students in an intensive program. As long as instruction in the program is not integrated into the regular academic curriculum, no course in the program, however well designed and executed, is ever likely to rise above the status of an "exercise" in the minds of many students. In reality, for many advanced students such course "simulations" have little significance beyond the confines of the intensive program.

Several attempts have been made to arrive at an

intermediate position on the "content spectrum." The "modular" approach is exemplified by the recently published texts described earlier in which materials provided for each of the classes in the curriculum--listening, reading, grammar, and composition--are coordinated so that corresponding units in each textbook focus simultaneously on the same topic. Such content "modules" undoubtedly heighten interest and facilitate the attentional task of concentrating on language, rather than on keeping up with topic changes. However, since it is implemented wholly within the confines of the intensive program, the modular form of course organization seems to do little to assist advanced students in making the transition to real university work. Moreover, such "modules" do not always permit a deep understanding of a topic, but instead provide only a general sampling of possibilities. A course "simulation," of the type referred to above, resembles in some respects the "sheltered" instruction described by Curtain (1986). Both are specially designed for non-native speakers, and both take place apart from the normal school routine. "Sheltered" courses in bilingual programs in schools, however, are an alternative means of conveying the same information to LEP children as that provided to other students in regular school courses. "Simulations," on the other hand, take place within the intensive program and therefore lack such a link to the established educational system, even though they may be "real" courses in every other respect. The "adjunct" or

"bridge" formula (Peterson, 1985) attempts to remedy this situation. A "bridge" course is actually a two-course program: a regularly scheduled content course open to all students in the university, paired with a language course open only to ESL students. In the latter, activities and exercises are closely based on the content and organization of the academic course, and are designed to assist the foreign student in making the transition from language study to an academic environment.

The "bridge" concept assumes, first, that students will be allowed to attend regularly scheduled courses in the university while they are still enrolled in ESL courses, and second, that the ESL program has the means to design and implement such courses. In reality, many intensive programs, particularly those at larger institutions, cannot undertake projects such as these. Preparation for university, as it involves the integration of content in the curriculum, must be carried out within the limitations of the intensive program.

Skill-Building in the Intensive Curriculum

Intensive programs have traditionally stressed language skills rather than content. The organization of courses within programs has usually reflected this philosophy, even though implementing it can sometimes lead to the kind of fragmentation of effort and attention described above, especially among those advanced students who would prefer to leave the program to begin their university studies. There

are solid reasons, however, why skill-building should be maintained, even for students at the upper levels of the program. First, some evidence exists that focusing entirely on content does not always assure continued linguistic development (Powell & Ponder, 1986). International students who are regularly enrolled in university, for example, deal exclusively with the subject matter of their courses. Yet, among these individuals, language proficiency, as measured by a standardized test (TOEFL), often remains at about the same level originally reported at the time of admission. Even after several years of living and working daily in an English-language environment, some individuals do not seem to have benefitted linguistically from their experiences. In general, it may be that language proficiency tests are better aimed at students who are still studying the language, rather that at those who are already using it. A second reason why skill-building should continue for advanced students has to do with the face validity of instruction. From the point of view of a participant in an intensive program, courses which place a major emphasis on content may appear irrelevant, in that they do not overtly deal with language structure or use, and, therefore, do not seem--and indeed, may not be--pertinent to short-term goals (i.e., "passing" TOEFL).

Sourcebooks:
Content in a Skills-Based Curriculum

Term-paper writing is the point in the ESL curriculum where content has always played an important role. In intensive programs, the research paper is often the main focus of work at the most advanced level. The materials used to carry out this project--a "sourcebook"--can provide the impetus for introducing a contextual element not only into the composition class, but into all the other classes in the curriculum as well. In turn, the design of these classes can support the term paper project in several ways, while at the same time continuing to contribute to the development of language skills.

Research Paper Writing at the Advanced Level

Dealing with content in the research paper course has its own difficulties for the teacher, beginning with topic selection. This process usually takes up a major block of teaching time. Yet, in spite of explanations, discussions, exercises, and individual counseling, a few students still wind up struggling to produce papers on impossibly broad issues. The same vagueness often characterizes the library search. Many students, faced with the resources of a large university library, find research on their topic confusing and offputting, a source of frustration and time wasted, rather than an opportunity to learn. Indeed, instead of exerting a positive influence on writing skills, library work can become

a time-consuming activity which diverts attention and effort from the task of composing. Once into the paper, a new set of problems emerges, many of them having to do with plagiarism. The concept itself is culturally dependent, and the practice may appear harmless or even commendable to some students. Others copy only because they do not possess the skills they need to create good summaries and paraphrases or to otherwise synthesize the materials they read.

In most intensive programs, the composition class is the only portion of the curriculum where students deal with the topic they finally select for a term paper project. Other classes probably contribute very little to establishing a knowledge base for the topic, the kind of broad, expansive familiarity with a topic which underlies mature, reasoned discussion. In fact, the subject matter in other courses in the curriculum--usually a variety of topics, each covered fairly rapidly--may actually have the effect of distracting the writer from the main project.

For the most part, the term paper requirement for advanced students in the intensive curriculum has been a task carried out in isolation; in isolation, because the composition class--no different, however, from the other classes in the curriculum--has operated autonomously, with minimal links to other courses; in isolation, because within the composition class itself, writing the term paper has mostly been a personal project which each individual has

carried out in consultation with the teacher with little input (or interest) from other class members. In general, the term paper project in the intensive curriculum has not capitalized on research showing that language proficiency and background knowledge exist in a close relationship.

Sourcebooks in the Past

In the past, many practical problems involved in teaching term-paper writing were solved for native speakers of English by the use of a sourcebook, a collection of writings on a given topic, from which sufficient material could be gathered to write a brief term paper on a more specialized aspect of the topic. One sourcebook (Anderson & Korg, 1958), for example, dealt with the exploration and settlement of the Oregon Territory in the first half of the nineteenth century. It was comprised of extracts from books and articles originally published in that period. Most of the selections were from the journals or first-hand accounts of participants in the events described. In the re-edition of these documents, care had been taken to indicate original pagination, so that subsequent references could reflect the primary sources directly.

Sourcebooks were used mainly in teaching freshman composition courses in the English departments of American universities. It is not surprising, therefore, that many of them dealt with literary themes. Overall, however, the range of topics was very broad. The following list is

representative of the kinds of subject matter treated in sourcebook collections: events in world history (the Spanish Armada) and American history (the murder of Joseph Smith, the battle of Gettysburg), recent events in modern U.S. history (the dropping of the atomic bomb on Hiroshima, the Scopes trial, the Sacco-Vanzetti trial), philosophy (existentialism, semantics), political issues (reapportionment in the states of the United States), current lifestyles ("success" in American life, college life in America, the generation gap), language (the American language, the dictionary), religion (American Catholicism), and American architecture. The summative articles on sourcebooks in College Composition and Communication (Kogan, 196[illegible], 1963, 1964; Chatterton, 1967) survey almost all the sourcebooks which finally came into existence and include brief comments on each.

The publication of sourcebooks began in the mid-1950's, and ceased about ten years later. Throughout the period, the demand for new collections grew steadily; toward the end, it was apparently not uncommon to find two or three different sourcebooks being used in a single class, largely as a precaution against copying. Ironically, as the demand for new collections grew, fewer and fewer copies of each title were actually sold. According to one observer (Chatter[illegible]on, 1967), the economic reality was that publishers could not afford to produce so many sourcebooks in the small quantities demanded.

From a pedagogical point of view, however, such collections of materials had distinct advantages. A strong

one was that a sourcebook permitted a much closer supervision of the research routine. Combining resources into one volume allowed all aspects of the research process to be practiced--including note-taking, citation and bibliographic conventions, foot-noting, and so forth--under the guidance of the teacher. Moreover, aside from questions of research, the use of a sourcebook made it possible for much more class time to be devoted to actual problems of composition, rather than to peripheral activities. Most importantly, perhaps, working with the materials in a sourcebook required a sustained effort to master a single topic. This period of focused learning in itself was a persuasive and engaging activity. Chatterton (1967), in summing up the sourcebook movement, judged that even though sourcebooks as originally conceived were no longer available, the concept itself had renewed thinking about the teaching of undergraduate English courses. Many of the successors to the sourcebooks were collections of writings on a common theme. Chatterton noted that the "focus and unity of selection" of these collections "are regarded as superior to the often loose and uncentralized materials of traditional 'anthologies' and 'collections' and 'general readers' which had always seemed adequate until the rise of the sourcebook idea dramatized other virtues" (p. 109).

The Potential of Sourcebooks in ESL Instruction

Both in concept and in practice, sourcebooks possessed many features which would have made them well-suited for

teaching foreign students enrolled in intensive ESL programs. Modern versions of sourcebooks also have great potential, not only as resources for writing research papers in advanced composition classes, but also for instruction in other classes in the intensive curriculum as well.

In the advanced composition class, the use of a sourcebook permits more individualized instruction in the writing of the research paper (to be contrasted with individual instruction where the term paper project is basically a private affair known only to the teacher and the individual student). Since the knowledge base from which the term paper will be drawn is directly accessible to the teacher, students' problems and questions about research procedures can be addressed case by case as they came up in the writing process. Sourcebooks also enable a more productive approach to research, greatly reducing "wasted" time in the library and leaving more time for actual composition practice. Finally, using a sourcebook means that problems of plagiarism are confronted much more easily; instead of only being warned to avoid copying, students can instead be actively lead to master techniques for responsibly incorporating published material into their own writing. Indeed, working within the controlled format of a sourcebook allows the teacher to investigate a whole range of problems and issues involved in writing about texts, a central activity of academic study. (See Arnaudet and Barrett (1984) for ideas

on how to carry out such activities.)

The real advantage of the sourcebook, however, is that the new approach to researching and writing the term paper which it inaugurates brings with it the promise of a new approach to composing in general. In effect, even though the term paper project terminates in a "product," the sourcebook can become an effective means of emphasizing the process of composition. Properly utilized, the sourcebook facilitates an atmosphere of curiosity and interested discussion about a commonly shared discovery, creating an effective forum for the exchange of ideas. Exercises and pieces which deal with the sourcebook topic become, in a sense, work done for and by a community of "researchers" who share the same familiarity with the sourcebook database. For students, guidance and criticism from peers is freely exchanged; many seem more willing to participate in group activities when attention is centered on sourcebook materials, rather than on their own personal circumstances or feelings (as is often the case for many topics assigned in in composition classes). For teachers, controlling for accuracy of content and for plagiarism--not often possible when each student writes about a different topic--is greatly simplified.

In addition to its use in the composition class, the sourcebook can also serve as a source of materials for other courses in the curriculum. Developing specific language skills--the aim of courses in a skills curriculum--does not have to be discarded, however. On the contrary, the use of

exercises and activities which incorporate the theme of the sourcebook can enrich skills courses and facilitate skills acquisition. This contextual element in skills courses provides a regular stream of information about the sourcebook topic which can be put to use in writing the research paper. In turn, students' growing familiarity with the subject matter facilitates the acquisition of language skills by minimizing the attentional strain of dealing simultaneously with language problems and content. Because the subject matter is increasingly familiar, the language skills component of all classes can be more readily grasped.

The interplay of these two emphases in the curriculum--the traditional one on skills, the other on content--goes far to offset the advanced student "problem" described previously.

Developing a Sourcebook

Sourcebooks are not available for purchase. However, appropriate collections of materials can be assembled with a minimum of time and effort. As might be expected, the success of a sourcebook involves the choice of topic, and the range of materials represented. More importantly, success depends upon the timely integration of the research paper project into the curriculum as a whole, that is, upon how the sourcebook "concept" is implemented in the intensive curriculum.

Topic. A sourcebook topic must be compatible with the interests and cultural background of the students who will use

the sourcebook. If the subject matter is too far removed from the experience of students, it is unreasonable to expect that an adequate understanding of the topic can be acquired in the few weeks in an intensive program devoted to research writing. Ideally, the sourcebook topic should be one which is already generally familiar to students and for which they show some interest in pursuing.

Materials. Materials selected for inclusion in a sourcebook may be said to vary horizontally and vertically. Horizontal variation entails variation in the medium by which information about the sourcebook topic is conveyed. Apart from printed matter, films, video tapes, lectures, field trips, and even computer simulations are possible sources of information which can be included in a sourcebook collection. Classes other than the composition class are natural contributors of the non-print resources. Vertical variation arises from the differences in formality or technicality with which information is presented. Articles in mass circulation publications are often summaries of articles originally published in scientific and professional journals. Insuring that both types of articles are included in a sourcebook enables students to approach the topic from several different perspectives, depending upon their background and interests. Providing for variations in tone and register also sensitizes student writers to the problems of accounting for these aspects of texts in their own research writing.

Integration. As envisaged in this article, a sourcebook project is more than just an activity for advanced students. It implies a commitment to an entire "concept" leading to decisions about what materials to include in an ESL program and how those materials should be taught. It short, it is a decision about curriculum design and planning.

In the advanced composition class, the sourcebook is meant to facilitate instruction pertaining to the technical aspects of documenting and writing a research paper. The in-hand collection reduces time spent in the library, thus allowing more time for perfecting composing skills. In particular, competencies needed especially for research writing can be emphasized, including special problems of adapting and synthesizing previously published information into an organized text, without plagiarism.

The sourcebook provides a resource for all the other classes in the intensive curriculum as well. Listening activities, reading assignments, and even grammar exercises can be created directly from the sourcebook materials; or information completely new to the sourcebook can be introduced in a form focusing on language, but suitable for inclusion in the corpus of the sourcebook collection. Language skill exercises and activities provided in regular textbooks--the basis of instruction in intensive courses--can be replaced or supplemented by similar, but specially created, ones pertaining to the sourcebook topic. For example, a passage in the reading textbook requiring students to analyze textual

structure or to identify the main ideas could be replaced by an appropriate passage selected from the sourcebook materials for which the same type of exercises had been developed. Through such activities, the work of each class continues to contribute to the development of language skills, and at the same time embellishes the knowledge base for the sourcebook. Thus, sourcebook-based materials do not replace regular textbooks, and sourcebook-based activities, while making an important contribution to the broad foundation of knowledge the sourcebook project attempts to promote, remain ancillary to the skill-building focus of the intensive classes.

The sourcebook project, then, is intended to be carried out within the confines of existing intensive ESL programs. Its implementation in no way negates the usual skill-building goals of intensive courses. Rather, it inaugurates a "parallel curriculum" centered on content, operating alongside and within the traditional curriculum based on skills development.

Conclusion

Developing a sourcebook for use by advanced students in an intensive ESL curriculum represents more than simply compiling and distributing a collection of materials on a selected topic. Indeed, it is much more accurate to speak of implementing the sourcebook "concept" throughout the curriculum. A number of results accrue from the project. In

the advanced composition class, the introduction of the sourcebook itself can encourage a new approach to the teaching of research techniques and procedures. In particular, it changes the term paper project from an individual to a community undertaking, from a private writing project to a learning experience to be shared among colleagues and friends. Implementing the sourcebook "concept" brings attention to bear on content--that is, on an interesting topic--in all the classes in the curriculum, not just in the composition class. Emphasizing content, in turn, joins language learning to learning in general, a reflection of the linguistic reality beyond the classroom.

The end result of the sourcebook project itself is a "product": a short research paper fulfilling the technical requirements of research writing and demonstrating a grasp of the techniques needed to deal cogently with information from a variety of sources. The outcome of the sourcebook concept, on the other hand, is an emphasis on those processes by which language and content interact to enhance language skills. It is an outcome felt throughout the intensive curriculum.

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AUTHOR NOTES

The authors wish to thank Carol Taylor for her comments on the ideas and content of this article.

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